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AUTHOR Wurdinger, Scott D.; Potter, Tom G.
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ABSTRACT

Adventure education has its own set of unique questions that help to define what it is and how it differs from other fields of education. Adventure education has grown rapidly over the past several decades, and with its evolution, many critical topics for deliberation have emerged. This book contains 15 chapters, each arranged in a debate format where several contributing authors argue the "yes" and "no" sides of a particular question. The chapters are: (1) "Should Challenge Course Instructors Be Certified?" (Jeff Boeke, David Lockett, Simon Priest); (2) "Should There Be Rescue Free Wilderness Areas?" (Ross Cloutier, Julie Gabert); (3) "Are Floating Fee Scales for Corporate and Educational Groups Ethical?" (Steve Proudman, Jasper S. Hunt); (4) "Should We Use Urban Settings To Promote Adventure Education?" (Tom Puk, Tom G. Potter, Tonia L. Gray); (5) "Should Modern Communication Systems (Cellular Telephones) Be Used in the Wilderness?" (Tod Schimelpfenig, T. A. Loeffler); (6) "Do One Day Adventure Programming Activities, Such as Challenge Courses, Provide Long Lasting Learning?" (Dan Garvey, Tom Puk); (7) "Should Articles on Special Wilderness Places Be Published?" (Glen Bishop, Christian Bisson); (8) "Have Adventure Programs Eliminated Too Much Risk?" (Karl Rohnke, Camille J. Bunting); (9) "The Ultimate Goal of Adventure Education Should Be the Improvement of the Individual, Not the Group within Which the Individual Resides" (Deborah Sugerman, Dan Garvey); (10) "Should Processing Techniques, Such as Framing and Debriefing, Be a Mandatory Part of Facilitation?" (Clifford E. Knapp, Mark Havens); (11) "Is the Process of Experiential Learning (Outside the Classroom) Practical in Higher Education Settings?" (Iain Stewart-Patterson, Tom Puk, Scott Wurdinger); (12) "Do Contrived Adventure Experiences, Such as Ropes Courses, Hinder Participants from Developing a Connection to the Natural World?" (Nicky Duenkel, Stephen Streufert); (13) "Should Wildlands Be Made Available to More People, as Opposed to More Restrictions and Limitations?" (Alan Ewert, Erin K. Smith, Pam Foti); (14) "Is It Possible To Justify a 'Value-Laden' Position for Ecologically-Based Adventure Education?" (Holly Bickerton, Bob Henderson, Daniel Vokey); and (15) "Should Gender-Specific Programs, Such as All Women Courses, Be Offered in Adventure Education?" (Karla A. Henderson, Juli Lynch). (Contains references, author profiles, and photographs.) (SV)

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